

N.B.—The Programmes must be used in conjunction with *Home Education*
and *Parents and Children* (see N.B. 3).

Programme 125†

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(Jan. to March, 1933.
April to July, 1933, overseas)

Parents' National Educational Union.

The Parents' Union School.

(Address : THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE.)

Motto : " *I am, I can, I ought, I will.*"

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET.)

FORM I., (A. & B).
(Ages 6 to 9).

PUPILS' NAMES.....

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Bible Lessons.

The Bible text must be read and narrated without in-
terruption.

A & B

I. Suitable stories from *Exodus*, chapters 1-12, inclusive
(see Paterson Smyth).

Teacher may study Dr. Paterson Smyth's *Moses and the Exodus*
(Sampson Low, 2/-), lessons 1-8, inclusive (omitting questions),
in order to bring the passages home to the children.

or, Beginners: *Bible Stories for My Grandchildren*, by
"Lois," (Oxford Press, 3/6).

II. Suitable stories from *St. Luke's Gospel*, chapters 17-24,
inclusive.

Teacher will find the following books useful: *The Little Bible*
(Oxford Press, 2/6, see *Appendix for Teachers and Parents*).
Helps to the Study of the Bible (new edition, Oxford Press, 8/6).
Side-Lights on the Bible, by Mrs. Brightwen (R.T.S., 3/-). *The*
Life of Jesus of Nazareth, illustrated by W. Hole (Eyre & Spottis-
woode, 15/-). *Bible Atlas* (S.P.C.K., 1/-). *The Wonderful*
Prayer, by G. Hollis (S.P.C.K., 2/6).

† The 125th term of work set since the Parents' Union School began.

Prayers, Hymns, etc.

The Children's Kingdom (daily readings), by G. Watts and S. Perrin (Blackwell, 2/6). *Prayers and Hymns for Little Children* (Oxford Press, 1/-, with music, 2/6), or, *Songs of Praise*, (Oxford Press, 6/-, words only, 9d.).

Sunday Reading:

- A *A Book of Golden Deeds*, by Charlotte Yonge (Nelson, 1/3), pp. 1-72. *General Gordon* (Nelson, 1/6). *On The Road* (India), by M. Entwistle (E.H.P., 1/6).
- B Mrs. Gatty's *Parables from Nature* (Dent, 2/-), or, *The Child's Book of Saints*, by William Canton (Dent, 2/-). *Animals of the Bible*, illustrated, by E. E. Helme (R.T.S., 3/6). *Boys and Girls of the Near East* (Highway Press, 1/-).

Sunday Occupations:

- A & B *Adventures Overseas* (Highway Press, 2/6), for stories, games and occupations. *Persia Painting Book* (C.M.S., 1/-). *Shopping in China* (a coloured cut-out model, C.M.S., 1/-).

Writing.

- A Two letters to be mastered each lesson. Transcribe from reading and poetry books. Write words and short sentences from dictation. New words must be visualised beforehand (see *Home Education*, pp. 240-243).

Upper I.A., write also verses from memory, and occasionally a few sentences of a narration.

- B One letter to be mastered each lesson. Write, or print, letters and words from dictation as well as from copy (see *Home Education*, page 234).

A *New Handwriting* (which is not script), by M. M. Bridges (P.N.E.U. Office, teacher's instructions, 6d., cards 4, 10, 5 and 3, 5d. each). Card 7 is also a good model for cursive writing; or, Mc.Dougall's *Print-Form Writing Exercises*, Book 1, (3½d.).

Tales.

- A *The Pilgrim's Progress** (Oxford Press, 3/6, or, Nelson, 1/3), Part II., from "The Departure from Gaius' House" to the end. *Tales of Troy and Greece*,* by Andrew Lang (Longmans, 5/-), pp. 1-56.

- B Three or four Fairy Tales: choose from Andersen's *Fairy Tales*, or, from Grimm's *Fairy Tales* (both Oxford Press, 3/6, or any complete edition). *Æsop's Fables* (Murray, 2/6): choose from pp. 110-145.

British History.

- A *Our Island Story*,* by H. E. Marshall (Jack, 10/6, or, Parts II. & III., 3/3 each), pp. 394-452 (1685-1784). *Tales from Westminster Abbey** (Revised Edition, 1932), by Mrs. Frewen Lord (Sampson Low, 1/6), pp. 82-115.
- B *Our Island Story* (Jack, 10/6, or, Part I., 3/3), pp. 41-84 (449-1017); or, work with A, as above.

Geography.

Philip's *Atlas of Comparative Geography** (3/6).

- A *Ambleside Geography Books, Book I.** (1926 edition) (Kegan Paul, 2/6), pp. 59-70 inclusive; *Book II.** (1926 edition, 3/-) pp. 83-100, inclusive, map questions to be answered before each lesson. Pace, and make plans of your school-room, dining-room, landing, staircase. Learn something about six places connected with recent events.

Take *The Home and Classroom Section of The Times* (Times Office direct, 6/- a year).

- B *Ambleside Geography Books, Book I.*, pp. 46-58 inclusive. *The World and its Wonders* (Cambridge Press, 2/-), pp. 69-107 (omit questions). Learn something about six places Father and Mother (or teacher) have visited. (1), Describe, (2), make in tray of sand: rivers, hills, villages.

Natural History.¹

- A & B Keep a Nature Note-Book* (P.N.E.U. Office, 5d., see *Home Education*, pp. 54, 55), with as much out-door observation as possible. Find and name six kinds of wild twigs of trees; watch animals, birds, insects.

Teacher will find useful: *Nature Rambles*: Vols. I. to IV., and *Nature in the Garden*, Vols. I. & II.: all by E. Step, F.L.S. (Warne, 2/6 each).

- A *Wild Life Studies** by Frances Pitt (Nelson, 1/-), pp. 55-98. *Plant Life in Field and Garden*,* by A. Buckley (Cassell, 1/3), pp. 19-52.

- B *Mother Nature's Garden*, by J. Lucas (Warne, 1/-), Introduction, and pp. 13-51 (Use pp. 52-64 for nature walks in the summer term). *Friends of Field and Forest*, by E. E. Helme (R.T.S., 2/6), pp. 7-44.

or, (Overseas) A & B, *On the Seashore** ("Eyes and No Eyes" Series, Cassell, 1/3), pp. 44-80. *Animal Life in the New World*,* by Martin Duncan (Milford, 1/-), pp. 41-83.

French.² (See N.B. 4.)

The work should be oral only, but in Upper I.A children may write down words and short sentences.

- A *Le Livre Rouge*,* by E. Magee (Blackie, 2/6), or, *Le Français par les Images** (Dent, 1/4), six lessons a term. Learn a poem from *Recueil de Poèmes*, Vol. I., by J. Molmy (Blackie, 6d.).

Optional: a fable from *French Fables in Action*, by V. Partington (Dent, 1/9), children to narrate.

- B *La Vie de Madame Souris* (Dent, 1/-), six lessons each term.

¹ Members overseas see special leaflet.

² Schools may substitute the national language.

A & B *Sonnez les Matines* (P.N.E.U. Office, 4/6), or, French singing games from *Chantez mes Enfants*, by Lady Bell (Hachette, 3/6).

Teacher will find the following series useful for accent and rhythm: *Nos Amis Français* (Gregg Publishing Company, 2/6); with six Columbia records (6/- each, not stocked at the P.N.E.U. Office).

Number. (See N.B. 4.)

Teachers' Books are essential. Some rapid mental work for A and B each lesson, and regular practice in tables.

A *Fundamental Arithmetic*, by P. B. Ballard, M.A., D.Litt., Book I.* (University of London Press, Pupils' Book 10d, Teacher's Book, 2/-).

(4th term), Pupil's Book, pp. 34-45, inclusive, with *Fundamental Arithmetic Cards*, Standard I., Set A or B (1/3 each), cards 17-19, 20 and 24.

(1st term), pp. 1-11, with cards 1-3, 6, 7 and 9.

B (1st term). *Step-at-a-Time Arithmetic*, Book I.* (A. & C. Black, Pupil's Book, 7d.), pp. 1-13. (Teacher's Book, 2/-). Sums may be worked with dominoes, beans, etc., at first.

Beginners: *Number*, by Mrs. W. A. Stephens, B.Sc.(Lond.) (P.N.E.U. Office, 4d.).

Picture Study (see *Home Education*, pp. 307-311).

A & B Study reproductions of six pictures by Murillo* (P.N.E.U. Office, 2/- the set).

See notes for teachers only in the January number of the *Parents' Review*.

Brushdrawing.

A & B Paintings of (a) six kinds of twigs of trees; (b) six wild creatures that you have been able to watch; (c) scenes from stories taken from Reading books set.

Children should draw occasionally from memory, with brush, crayon, or chalk. *Pencils should not be much used.* See *Home Education*, page 313; *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-), pp. 1-9, 35-37, 145-151.

Paint-box with specially chosen colours, brush and palette, (P.N.E.U. Office, 2/6). Box of crayons (4½d.), coloured chalks, (5d.). For chalk drawing, milled blackboards (P.N.E.U. Office, 1/3 each).

Recitations.

A & B Learn 6 consecutive verses from work set in *Exodus* and *St. Luke*. Psalms 148 and 111, or a suitable hymn. Learn a poem (each child may choose a different one).

Use one of the following: *A First Book of Poetry*, compiled by M. A. Woods (Macmillan, 3/-); *The Golden Staircase*, chosen by L. Chisholm, Parts I-IV. (Nelson I. and II., 5d. each; III. and IV., 6d. each); *Tom Tiddler's Ground*, chosen by Walter de la Mare (Collins, 2/6, or, in three parts, 1/- each).

B (only) *Fairy Friends*, by Rose Fyleman (Methuen, 1/6).

Reading.

Children should "visualise" new words every day and write them down: see *Home Education*, page 240: see also word drill in the "Beacon Readers."

A (Upper), Poetry and books used for History, Geography, and Tales.

The following may be used for readers: *Sancho and Fernandez** (children of Spain and Portugal), by L. E. Mulets (Harrap, 1/-). *Ivan The Firebird**, by Herman Ould (Philip, 8d.).

A & B For children who can read a little: *The Beacon Readers**, by J. H. Fassett, Books III. (Ginn, 1/2) and IV., (1/4). See *Teachers' Manual*, below.

Also the following: *Picture Tales from the Russian**, Books I. to III. (Blackwell, 1/- each): *The Pigtail Boy** (Milford, 3½d. or 6d.). *The Jay and the Jackdaw** and *The Merry Hare**, (Blackie, 5d. each).

B Reading taught as in *Home Education*, or, use *The Beacon Readers*, by J. H. Fassett, Books I.* (10d.), and II.* (1/-), with *Teacher's Manual* (Ginn, 1/6). For beginners, *The Beacon Reading Cards* (1/-) and *Word Builders* (1/-), with the *Introductory Book* (9d.).

Holiday and Evening Reading:

A *Stories From Chinese History*, by A. S. Roe (Wells Gardner, 1/6). *Man's Great Adventure*, by Stephen Southwold (Longmans, 2/6). *The Story of Undine*, Edited by Mary MacLeod (Wells Gardner, 1/6).

B *There Was Once . . .*, by M. Entwistle (S.C.M., 5/-). *In the Beginning*, by Lady Erleigh (Nelson, 2/-). *The Children's World*, by M. S. (Fountain Press, 2/6).

A & B *The Merry-Go-Round*, a magazine for children (1/- monthly).

Music Appreciation.

A & B The work of Elgar. See (a), article, and (b), the records suggested under *Our Work*, in the January *Parents' Review*.

Ear Training, Singing, Piano.

Regular lessons in ear training and sight reading.

The Compleat Teacher, Book I., by A. Somervell (Boosey, 2/6, pupil's book, 3d.). *Introductory Book* (1/-), may be used for I.B. Teacher should read also *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.).

Learn two English songs.

A *The Clarendon Song Books*, Books I. & I.A. (Oxford Press, 2/6 or 3/- each; words and voice parts only, 6d. or 8d. each).

B *Songtime*, edited by Percy Dearmer (Curwen, 4/6); *Traditional Songs and Tunes for Little Folk*, by Mrs. Murray MacBain (Evans, 3/6).

Learn two French songs (see under French).

The Child Pianist (Curwen & Son, 3/- a volume), with *Teacher's Guide* (revised edition, 7/6).

Drill.

A & B Daily drill and games.

A Hundred Children's Singing Games, edited by F. Kidson (Hayley & Ferguson, 2/-). Folk dances: *Scandinavian Dances*, Series I. & II. (Ling Association, with instructions, 11d. each), *British Marches for Schools*, by Martin Shaw (Evans, 3/6).

A Board of Education *Syllabus of Physical Training for Schools*, 1919 (1/6); take six consecutive tables.

B *Physical Exercises for Children under Seven* (3d.).

A & B *Suggestions in Regard to Games* (4d.). (All Eyre & Spottiswoode).

Work: Crafts, etc.

A & B (a) Help in house or garden.

Practical Gardening for Children, by H. O. Marshall (S.P.C.K., 1/6).

(b) Paper modelling.

I.A & B. *Paper Cutting and Modelling*, by J. E. Tolson (Pitman, 4/-). (Omit correlated schemes). Choose suitable models from Sections I. to V.

I.B. may use *Coloured Paper Work* (Dryad, 2/-); *The World of Paper*, by Forbicicchio (Willis & Co., Vol. IV., 1/3), for cut-out animals.

Toys, may be made from *Toy-Making*, by Bertha Eden (Pitman, 4/-).

(c) Sewing: make, for example, a shoe bag.

See *Pattern Making and Cutting Out*, by Mrs. E. Griffiths (Oxford Press, 4/6).

(d) Knitting: Make a mat.

Community Knitting, Dryad, 6d.

Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

N.B.—Teachers will find valuable suggestions in *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 2.—The work in Form I.A. lasts for two years (ages 7 to 9). In the second year children should read their own books and sometimes write narration. Classes in the second year of I.A. might be called "Upper I.A."

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education* (P.N.E.U. Office, 5/6), and *Parents and Children* (5/-). A record of work should be kept (see leaflet H). In home school-rooms and small schools where there are children in A as well as in B, both forms may work together, except in Tales and Geography, doing the work of A or B as they are able, but more work must be expected from I.A. The work in any one subject must not be selected from A and B.

N.B. 4.—In Arithmetic and French there must be no gaps. Pupils, if not at the stage indicated, must, in these subjects, either (a) begin the set book if the subject is new, or (b) continue in the set book from the point they have reached, but they will be handicapped in the future if they have not covered the full course for Form I. (9 terms).

N.B. 5.—Each pupil in Upper I.A. should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken. The books set from "Drawing" onwards (and any others in small type) are advisable but optional.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and *Notes and Queries* in the *Parents' Review*.

N.B. 7.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. coloura, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

Parents' National Educational Union

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AMBLESIDE.)

Motto : "*I am, I can, I ought, I will.*"

FORM I. (A and B).

PUPILS' NAMES.....

.....

Bible Lessons.

A & B I. 1. Tell a story about (*a*), Moses when he was a baby,
or, (*b*), Moses and the burning bush.

2. Tell a story about Pharaoh.

Beginners : Tell an Old Testament Bible Story you have heard
this term.

II. 1. Tell (*a*), the story of Zacchæus, *or*, (*b*), about Jesus
riding into Jerusalem.

2. Tell one story about Jesus after He rose from the dead.

Writing.

A Write (once only) a line of poetry from memory.

B Write, or print, (once only) :—

"Little soft clouds played in a blue sky."

Tales.

A 1. Tell (*a*), how Mr. Great-Heart fought Giant Despair and
destroyed Doubting Castle, *or*, (*b*), how Christiana
came to the end of her journey.

2. Tell a story about (*a*), Achilles, *or*, (*b*), Hector at the
Siege of Troy.

B 1. Tell (*a*), a short fairy story, *or*, (*b*), one long or two
short Æsop's Fables.

History

- A 1. Tell (*a*), the story of the seven bishops, *or*, (*b*), how the Union Jack was made.
2. Tell a story of (*a*), Flora Macdonald, *or*, (*b*), General Wolfe.
3. Tell (*a*) the story of one of the queens buried in Henry VII.'s Chapel, *or*, (*b*), about the Unknown Warrior's Grave.
- B 1. Tell the story of (*a*), the Giants' Dance, *or*, (*b*), the Knights of the Round Table.
2. Tell (*a*), a story about St. Augustine, *or*, (*b*), about some of the great things King Alfred did for his people.

Geography

- A 1. Tell what you have seen of a sunrise or a sunset, and explain why we see the sun rising and setting.
2. Describe a visit to Switzerland. Say where you would find it on a map, and what its boundaries are.
3. (*a*). Give a plan of your schoolroom, showing the scale, *or*, (*b*) tell what you have learnt about a place mentioned in the newspapers lately, and say where you found it on the map.
- B 1. Why are some countries hot and some cold? Tell what you would expect to find in one country.
2. Tell about (*a*), children in Japan, *or*, (*b*), the City of New York.

Natural History

- A 1. Tell about (*a*), the pewit at nesting-time, *or*, (*b*), the dormouse.
2. Tell (*a*), about some seeds you have watched growing (give drawings), *or*, (*b*), how insects help plants.
- B 1. Tell (*a*), how plants get their food, *or*, (*b*), about three kinds of fruits and how their seeds are carried away.
2. Tell what you know about (*a*), the hare, *or*, (*b*), the harvest mouse.

or, Overseas (A & B)

1. Tell what you know about (*a*), a Sea-Anemone, *or*, (*b*), the periwinkle. (Give drawings if you can).
2. Tell about (*a*), the chipmunk, *or*, (*b*), the moose.

French * (Oral only; no work to be sent in.)

- A Children (*a*), tell about a picture, (*b*), make three new sentences, (*c*), recite a poem.
- B Say six sentences, *or*, answer six questions in French about a picture.

Number. (All working must be shown and answer clearly stated.)

A (4th Term).

1. Find the cost of 5 cricket bats at 4s. 6½d. each.
2. 7002 cocoanuts are piled into 6 equal heaps. How many in each heap?
3. Draw a line 5 inches long and cut off a piece at one end measuring 1¼ inches and a piece at the other end measuring 2½ inches. How long is the piece in the middle? Mark it in ¾ inches.

A (1st Term).

1. There were three mother hens in a field. One had 8 chickens, another 9, and the third had 11. How many chickens in the field?
2. A squirrel had 69 nuts in his store and his friend had 78. How many nuts had they between them?
3. Complete this series by adding 8 each time. Stop at 84:—4, 12, . . .

B (1st Term).

1. There were 10 children at a party and 4 of these were boys. How many were girls?
2. What change is left out of a shilling after spending 6d. and 3d?
3. How many stockings shall we need for 6 children?

Picture Study.

A & B. Tell what you can about "The Holy Family," by Murillo.

(Another picture by Murillo may be described if this one was *not* studied).

Brushdrawing. (All work to be done with brush and in colour).

1. Make a picture, (*giving it a name*), of one of the stories (from books set) you have enjoyed this term.
2. (*a*), A twig with buds or catkins (from the object), *or*, (*b*), an animal you have watched this term (from memory).

Recitations.*

Father to choose a hymn, a poem, and two passages from the Bible lessons.

Reading.*

Father to choose unseen passage.

Music.*

Examine in work done and report progress.

Singing. *

Father to choose an English and a French song, and two singing exercises.

Drill. *

Drill, before parents.

Work, Crafts, etc. *

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, March 27th. Papers to be posted on April 1st, *with no other enclosure*. The examination should last only a full school week. It may be postponed if the envelope is unopened and due notice is given. **Parents' Reports, Form "J," loose papers, etc., sent later cannot be added.** Unlimited time should not be given for any answers: see Regulations, Nos. 1 & 7.

N.B. 2.—Subjects thus indicated (*) to be marked on the *Parents' or Teacher's Report* according to Regulations, and **marks to be added up**. For scale of values see head of Report Form.

N.B. 3.—Please note carefully (*a*) the amount of written work expected in Form I.A, the rest being dictated, (*b*) the Regulations as to the number of papers to be sent in by Schools. In Infant Schools: a teacher's P.U.S. Report on *one* child's oral work may be sent up from Form I.B, when it is not possible to arrange for the dictated answers for either I.B. or I.A.

N.B. 4.—Members overseas may send in papers for examination at the end of *any two* terms in the year, and are asked to keep "Form J." and the "optional examination" Report form for the terms in which they are needed.

Members are asked to state on the *Parents' or Teachers' Report Form (a)*, how the pupil has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of subjects in the examination.